Department of Philosophy

Department Website: http://philosophy.uchicago.edu

Chair

• Gabriel Lear

Director of Graduate Studies

• Daniel Brudney

Director of Undergraduate Studies

• Anton Ford

Professors

• Matthew Boyle
• Daniel Brudney
• James Conant
• Arnold Ira Davidson
• Michael Kremer
• Gabriel Richardson Lear
• Jonathan Lear, Social Thought
• Martha C. Nussbaum, Law
• Robert Pippin, Social Thought
• Robert J. Richards, History
• Candace A. Vogler

Associate Professors

• Jason Bridges
• Kevin Davey
• David Finkelstein
• Anton Ford

Assistant Professors

• Agnes Callard
The programs in philosophy are designed to develop skill in philosophical analysis, to enable the student to think clearly, systematically, and independently on philosophical issues, and to achieve a thorough acquaintance with major classics and contemporary works in philosophy. Philosophy classes are conducted so that students may develop philosophical skills by class discussions and by the writing of carefully directed papers.

The following is an outline of the main features of the graduate program. For full details, please write the Department of Philosophy directly.

Graduate Degrees

The graduate program in philosophy is primarily a doctoral program. Admission as a graduate student normally implies that, in the opinion of the department, the student is a promising candidate for the Ph.D. degree. The Master of Arts degree, however, may be awarded to students in the program who meet the requirements specified below.

The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/students/admissions.
Questions about admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

Students admitted to doctoral study are typically awarded a five-year fellowship package that includes full tuition, academic year stipends, summer stipends, and medical insurance. Teaching training is a vital part of the educational experience at the University, so all fellowships include a required teaching component.

The Degree of Master of Arts

The objective of the program is the Ph.D. degree. Students seeking a master’s degree should apply to the Master of Arts Program in the Humanities (MAPH), a three-quarter program of interdisciplinary study in a number of areas of interest to students. Further details about the MAPH program are available at http://maph.uchicago.edu/

Doctoral students who are enrolled in a Ph.D. program at the University of Chicago may receive an M.A. in Philosophy. These can be either:

- Doctoral students in another discipline who seek a “secondary” M.A. in Philosophy, in conjunction with their doctoral studies in that other discipline; or
- Doctoral students in Philosophy who want to receive the M.A.

The requirements for the degree are the same in either case. The requirements can be satisfied entirely by course-work; no thesis is required. They are specified in five clauses:

- Quality: No course for which the student received a grade lower than a B+ will satisfy any requirement for the M.A.
- Level: Only courses taken at the graduate level (that is, with a course-number of 30000 or higher) can satisfy any requirement for the M.A.
- Quantity: The student must complete at least eight courses in Philosophy at the University of Chicago. (Reading and research courses do not count toward satisfying this requirement, nor do courses taken pass/fail—except the first-year seminar, which counts as one course if passed.)
- Distribution: The student must have taken at least one designated course in each of the Philosophy Department’s five “areas” — namely:
  - Area I: Value theory
  - Area II: Philosophy of science, philosophy of language, and logic
  - Area III: Epistemology and metaphysics
  - Area IV: Ancient or Medieval philosophy
  - Area V: Modern philosophy (17th-19th centuries)

- Elementary Logic: The student must demonstrate competence in elementary logic. This can be achieved by an interview in which the candidate satisfies one of the Department’s
logicians that he or she has the required competence, or by taking the Elementary Logic course (PHIL 30000 Elementary Logic), or any more advanced logic course offered by the Department. Philosophy 30000 can count as one of the minimum eight courses, but it does not satisfy the Area II requirement. A more advanced logic class does both.

Application Procedure

Doctoral Students in the Department of Philosophy may apply for the M.A. at any time after they have completed the requirements. 1. Contact the Department Coordinator so that the proper paperwork is submitted verifying your courses (above) and 2. contact the office of the Humanities Dean of Students in order to gain access to the degree application in http://my.uchicago.edu. Keep your expected graduation date set to the date you anticipate receiving the Ph.D.

Students in a Ph.D. program at the University of Chicago in a department other than Philosophy who wish to receive a “secondary” M.A. in Philosophy must first apply for admission to the M.A. program in the department of Philosophy. No student can apply unless she has taken at least three Philosophy courses, and it is expected that the student will apply soon after completing that number of courses. To initiate the application process, the student should set up an appointment with the Assistant Dean of Students for Admissions in the Division of Humanities who will direct the student through the required paperwork and obtain:

- The applicant’s transcript of courses taken for the B.A.
- His/Her GRE scores
- A transcript of the applicant’s courses at the University of Chicago taken up to the time of the application.
- A sample of her best philosophical writing. This may but need not be a paper written for one of the applicant’s already completed Philosophy courses at the University.
- A brief letter from the chair or director of graduate studies of the applicant’s home department supporting the application. The letter should explain why the student is seeking an M.A. in philosophy to complement her doctoral studies.
- Names of two faculty in the Dept. of Philosophy who can comment on work done by the applicant and on her philosophical potential.
- A statement by the applicant that explains why she is seeking an M.A. in Philosophy.

The Degree of Doctor of Philosophy

The divisional and University requirements for the Ph.D. degree must be fulfilled. Departmental requirements are as follows:
Course Requirements

The Course Requirement has seven parts concerning:

- The number of required courses
- The distribution of required courses
- The logic requirement
- Required progress
- Policies concerning incompletes
- Grades
- Transfer credits

Number of required courses

Students must complete at least thirteen courses in their first two years of study: the first year seminar and twelve graduate courses.

First-year students must enroll in the first-year seminar. The exact organization and scheduling varies from year to year according to the instructor’s discretion. It is graded on a pass-fail basis.

In addition, twelve graduate courses must be completed with a grade of B or better:

- At least ten of these courses must be in the Philosophy Department listings;
- Reading and research courses do not count among these twelve classes
- At least one must be a graduate seminar in Philosophy

Distribution of required courses

Students are required to take one course in each of the following three areas of contemporary philosophy:

- Value theory (listed in the course descriptions as I)
- Philosophy of science, philosophy of language, and logic (listed in the course descriptions as II)
- Epistemology and metaphysics (listed in the course descriptions as III)

and three courses on the history of philosophy as follows:

- A figure or movement in either Ancient or Medieval Philosophy (listed in the course descriptions as IV)
- A figure or movement in Modern Philosophy from the 17th through 19th centuries (listed in the course descriptions as V)
• One additional course on a figure or movement in either IV or V.

It should be noted that not all graduate courses satisfy a field distribution requirement; those not classified in the published course descriptions as belonging to I-V cannot be used to satisfy the distribution requirement. Nor can Philosophy 30000 (Elementary Logic) be used to satisfy a field distribution requirement.

Logic requirement
There is a requirement in logic that can be satisfied in several ways.

• By passing PHIL 30000 Elementary Logic with a grade of B or higher. Philosophy 30000 is offered every Autumn quarter. It counts toward the twelve course requirement but does not satisfy the field II distribution requirement.
• By passing a course equivalent to or better than Philosophy 30000 (Elementary Logic), at another institution or in another department at Chicago, with a grade of B+ or higher. The equivalence of the course in question to Philosophy 30000 will be determined by the instructor in Philosophy 30000 in the year in question, on the basis of an interview with the student, and such evidence as the syllabus for the course, the textbook for the course, and any other course materials which the student can provide. Note that satisfying the logic requirement in this way will count neither towards one of the twelve required courses nor towards satisfying the field II distribution requirement.
• By passing an advanced graduate course in logic with a grade of B or higher. Passing an advanced graduate course in logic would both satisfy the logic requirement and count towards the field II distribution requirement.

Required progress
Courses must be completed, with a grade of B or better, according to the following timetable.

• Two courses should be completed by the beginning of the Winter quarter of the first year
• Four courses (at least three in the Philosophy Department) should be completed by the beginning of the third quarter
• Six courses should be completed by 30 September of the second year
• Ten courses should be completed by the end of the fifth quarter
• All thirteen courses (twelve plus the first year seminar) must be completed by 30 September following the sixth quarter.

In addition to this timetable, students should keep in mind that because they are expected to be working on their Preliminary Essay over the summer following their sixth quarter, they
would be ill-advised not to have completed their course requirements by the early part of the summer.

Incompletes

At the discretion of the instructor, coursework not completed on time may be regarded as an “incomplete.” This means that the instructor will permit a student to complete the work for a course after the normal deadline.

The instructor sets the time period for completion of the incomplete, subject to the following limitation: all coursework must be submitted by September 30th following the quarter in which the course was taken in order to count toward fulfillment of the requirements for the M.A. and Ph.D. This date is an absolute deadline and is not subject to further extensions by individual faculty members.

Note: Students in their first year in the program are not permitted to take any incompletes in their first quarter.

Grades

Satisfactory grades for work toward the Ph.D. in Philosophy are A, A-, B+, and B.

For Philosophy faculty, those grades mean the following. A: pass with distinction; A-: high pass; B+: pass; B: low pass.

Transfer Credits

The following policy applies to the Philosophy Ph.D. program. Special requirements of joint programs take precedence over this policy.

1. Of the required 12 graduate courses, no more than 2 can be taken at the University, but outside the Philosophy Department.
2. Of the required 12 graduate courses, no more than 3 can be transferred from other institutions.
3. Of the required 12 graduate courses, at least 9 must be taken within the Philosophy Department’s course offerings.
4. Only courses taken while enrolled in a doctoral program in Philosophy can be counted towards the required 12 graduate courses.

For example, a student might transfer 2 courses from another institution and take one course from another department within the University, with the remaining 9 courses taken within the Philosophy Department. Or a student might transfer 3 courses from another institution, with the remaining 9 courses taken within the Philosophy Department.
Students wishing to obtain credit for graduate courses taken from the listings of other departments within the University toward the required 12 course do not need to petition the department, within the two-course limit specified above.

Students wishing to obtain transfer credit for courses taken at other institutions must petition the Graduate Program Committee. Students should be prepared to provide evidence in support of their transfer application at the request of the Committee. Such evidence may include course descriptions, syllabi, assignments, written work completed for the course, and so on. Students who are transferring from other graduate programs must make such a request upon their entry into the Philosophy Department. Students who take a course at another institution while enrolled in the PhD program should consult with the Director of Graduate Studies beforehand, but must still petition the Graduate Program Committee to have the course accepted for transfer credit upon completion of the course.

Note that elementary logic courses taken outside the department may fulfill the elementary logic requirement but may not be used to meet the 12 course requirement. See “Logic Requirement” above for further details.

Foreign Language Exam

All students must pass an examination in French, German, Latin, or Greek by the end of Spring quarter of the fourth year or before the topical examination, whichever comes first. (There is a special rule for students who wish to write theses on ancient Greek or Roman philosophy; this is detailed below).

There are two kinds of language examinations: those administered by the Department and those administered by the University. Departmental language exams will be given twice a year and may not be taken more than twice.

Students who take the University language examination must receive a “High Pass.” These are offered every quarter and there is a fee for taking them.

There is a special requirement for those working in ancient philosophy or German philosophy, since work in these fields depends heavily on one’s ability to use the relevant languages.

Any student intending to write a thesis on ancient philosophy must pass the Departmental or University exam in Greek (the latter with a “High Pass”). Any student intending to write a thesis on Hellenistic or Roman philosophy must also pass the Departmental or University exam in Latin (the latter with a “High Pass”). Any student intending to write a thesis on German philosophy must pass the Departmental or University exam in German with a “High Pass”.
Such students may take the Departmental exam in Greek or Latin or German a maximum of three times (as opposed to two times, which is the rule for other languages).

Preliminary Essay

In the Spring quarter of their second year students will register for the first quarter of a two-quarter (Spring, Autumn) workshop on the preliminary essay. The workshop involves discussion of general issues in writing the essay and student presentations of their work. Although students do not register for the Summer quarter, they are expected to make significant progress on their preliminary essay over the summer.

By the end of the eighth week of the Spring quarter at the latest each student will submit to the Director of Graduate Studies a proposed topic and a ranked list of possible readers in the Philosophy Department. The Graduate Program Committee will evaluate proposed topics along the following lines:

- Is the topic philosophically interesting?
- Can a paper on the topic be completed within the given time?
- Can a committee be formed to supervise an essay on the topic?

If the topic is approved, the Graduate Program Committee will form a preliminary essay committee for the student in question consisting of two faculty readers, each of whom the student is expected to consult regularly and each of whom have equal responsibility in directing the preliminary essay. The student's primary responsibility in this process is regularly to provide each of the faculty readers with a new draft of the essay and then rewrite the most recent draft in accordance with their instructions. The primary responsibility of the faculty readers is to provide the student with prompt and focused instructions about how to rewrite each draft, while ensuring that it remain within the page-length requirement. The preliminary essay should be no longer than 8,000 words in the body of the text, with an additional 1000 words of philosophical prose permitted in the footnotes. The word-count does not include bibliographical and philological footnotes or block quotations in the text.

In addition to the supervision furnished by the student's preliminary essay committee, further direction and structure is provided through participation in the Preliminary Essay Seminar, which runs for two quarters. Every student enrolled in the PhD program is required to take the Preliminary Essay Seminar for credit during the Spring Quarter of their second year and the Fall Quarter of their third year. The seminar is taught by the Director of Graduate Studies, who offers additional supervision and oversight throughout the entire preliminary essay process, from beginning to end. One of the primary purposes of the Preliminary Essay Seminar is to provide a forum in which students can present their ongoing work on the essay in a seminar-environment, in order to discuss it with their peers and receive additional oral feedback on their work.
From the point of view of the faculty, the aim of the exercise of the preliminary essay is to enable the student to acquire the following two skills before embarking upon a full-scale dissertation: (1) to learn to improve a piece of philosophical prose by subjecting it to many rounds of revision, without in the process permitting it to grow in length, and (2) to learn to work with a committee of faculty advisors whose distinct forms of supervision are to be synthesized and harmonized in that single piece of writing. From the point of view of the student, the exercise of the preliminary essay affords the following two opportunities: (1) to test out a possible dissertation topic, without having immediately to make a costly investment of time and effort in it, and (2) to test out a pair of possible dissertation advisors, without immediately having to commit to these individuals as final choices for members of the student's dissertation committee. If, after completing the preliminary essay, a student wishes to change (one or more of) their faculty advisors or their topic or both, then they are utterly free to do so.

The final draft of the Preliminary Essay must be submitted by the first day of the Winter quarter of the student's third year. Essays submitted late are penalized as follows: A letter grade is reduced by one notch if the essay is submitted after the deadline but before the first day of the sixth week of the Winter quarter (e.g. an 'A' is reduced to an 'A-'). A letter grade is reduced by two notches if the essay is submitted after the first day of the sixth week of the Winter quarter but by the end of Exam Week of the Winter quarter (e.g. an 'A' is reduced to a B+). Essays submitted after the end of the Winter quarter do not count toward satisfaction of the requirement.

Topical Examination

Following the Preliminary Essay, students begin work toward their dissertations. During the Winter and Spring quarters of their third year, they should be meeting with various faculty members to discuss and refine possible dissertation topics, and possible dissertation committees.

By the end of the seventh week of the spring quarter, each student should meet with a prospective committee for an informal "dissertation chat," based on a "dissertation sketch" submitted to those faculty and to the Graduate Program Committee. The character of that sketch will vary from case to case; but, in any case, is not expected to be long or elaborate. Some sketches may be more definitive than others; some may be seriously disjunctive; some students may submit more than one sketch. The point of the sketch and preliminary meetings is to provide some faculty guidance for the more independent research that begins over the summer. After the "dissertation chat" the student should submit to their committee a document that describes the work toward formulating a dissertation project and lays out a plan of research for the summer that will lead to a "Topical Examination" by the beginning of the Winter quarter of their fourth year.

At the beginning of the following fall (fourth year), students will again meet with their advisors (optimally all together), to discuss progress and developments over the summer,
and make concrete plans for the Topical Examination (to be held later that quarter, or, if necessary, early in the Winter quarter). Those plans will include:

- a tentative timetable
- a determination of the dissertation committee
- the expected character of the materials to be submitted by the student, on which the Examination will be based.

Though the details will vary (depending on the subject matter, the state of the research, individual work habits, and so on), these materials must include a substantial piece of new written work by the student (something on the order of twenty-five double-spaced pages) -- perhaps a draft of a chapter, an exposition of a central argument, a detailed abstract (or outline) of the whole dissertation, or whatever the committee as a whole agrees upon. (It is expected that students will abide by these agreements; but, if there are unanticipated problems, they may petition their advisors and the DGS, in writing, for a revision).

The Topical Examination is an oral examination administered by the members of a student's dissertation committee with the aim of evaluating the viability of the proposed dissertation project and the student's ability to complete it within a reasonable amount of time. Students will be admitted to candidacy for the Ph.D. only once they have officially passed their Topical Examination.

Note: students must have scheduled their Topical Examination by the end of their fifteenth quarter (normally the end of the fifth year) to remain in the Program. (For students admitted before 2010: students must have scheduled their Topical Examination by the end of their sixth year to remain in the Program.)

Students cannot take their Topical until they have met all other program requirements including passing their foreign language exam or exams. Students must finish their language exams by the end of their fourth year in the program (independently of their status with regard to any other requirements).

The Department's normal expectation is that students will have advanced to candidacy (including passing their Topical Examination and their language examination(s)) by the end of third week of their 11th quarter (normally the Winter quarter of their fourth year). Summer funding at the end of the fourth year is contingent on satisfying this expectation.

The Department requires that each student submit a written progress report on his or her progress by the end of the winter quarter of each year, beginning with his or her fourth year in the program. The report should be submitted to the Director of Graduate Studies and (after the Topical) to the student's dissertation committee. In addition to this report, students who have advanced to candidacy must submit a substantial piece of new writing (25-30 pages in length) to the chair of their dissertation committee. The student will be notified whether or not he or she is making good progress following the annual review meetings in Spring.
It is very much in each student's own interest to be well along with his or her dissertation early in the fifth year, for several related reasons. First, of course, all students are obligated to teach a stand-alone course that year as part of their GAI teaching requirements. This is inevitably time and energy consuming. Second, GAI funding runs out at the end of that year; and some students will not get any more support from the University. And, finally, such sixth-year support as there is from the University is systematically directed to those applicants whose work is not only of the best quality, but also the furthest along (as documented not only by faculty testimonials but also by submitted chapters). Keep in mind also that so-called "dissertation-year fellowships" are awarded competitively on a Division-wide basis, and there are not enough to go around. Though Philosophy students have often done well in this competition, there is no guarantee for the future; and, in any case, not all applications will be successful.

To be sure, supporting oneself without aid, while finishing up a dissertation, is a time-honored academic tradition. But, for most students, the available opportunities are far from deluxe (either inside or outside the University), and it is clearly wise to minimize one's dependence on them, if possible.

NOTE: The Department Coordinator must be informed of the date and time of your Topical Exam, and documentation of the Topical. This is so that department and university can record the exam and admit the student to candidacy. Students need to email the Department Coordinator the names of the members of the committee, the sample chapter on which the Topical examination is based, and the working title of the dissertation.

Teaching Requirements

The Philosophy Department views the development of teaching competence as an integral part of its overall Ph.D. program and takes various steps to train its doctoral students to become excellent teachers of philosophy. It offers different types of teaching opportunities, which gradually prepare its students to teach their own classes. These opportunities are enhanced by the department's pedagogical support through individual faculty mentorship and year round discipline-specific pedagogical events offered through its pedagogy program (http://philosophy.uchicago.edu/graduate/pedagogy.html). The first teaching opportunities come in the form of course assistantships. The professor responsible for the course in which a doctoral student serves as an assistant is also responsible for monitoring the doctoral student's teaching progress in that course and preparing a written report of her teaching performance therein. Once a doctoral student has proven herself as a teaching assistant, she is permitted to do stand-alone teaching. In these cases, too, however, the design of the syllabus of the course is developed in consultation with a member of the faculty. Here, too, that faculty member is responsible for further monitoring the doctoral student's teaching progress over the duration of the stand-alone course and preparing a written report of her teaching performance as a solo instructor.

The initial guaranteed funding for five years awarded to students admitted to the program includes a teaching obligation. That obligation standardly takes the form of the student serving four times as an instructor -- usually three times as a course assistant and once as an instructor of a stand-alone course. Normally, students complete one teaching assistantship
in their third year, after completion of the Preliminary Essay, and two in their fourth year. Normally, students give their stand-alone course in the fifth year. These first four teaching stints are not further compensated: they are a component of the five-year fellowship package. This four-time teaching obligation is a requirement of the Department of Philosophy's Ph.D. program.

These first four teaching opportunities are built into the basic requirements of the Ph.D. program in order to ensure that students in the program acquire a certain minimum degree of teaching competence. However, the Department views the teaching obligation as a bare minimum with regard to teaching preparation. Doctoral students in the program are encouraged to do more teaching in the later years.

The Department's primary responsibility with respect to doctoral students is to support their work toward the doctoral degree. Teaching preparation is a crucial aspect of that responsibility and any additional teaching must be consistent with timely progress toward the doctoral degree. Accordingly, the policy on teaching beyond the departmental teaching obligation is as follows:

1. In Years 1 & 2, when doctoral students are expected to satisfy their course and logic requirements as well as to formulate topics, find readers, and begin research toward their Preliminary Essays, doctoral students are not given departmental teaching and will not be permitted to accept extra-departmental teaching. The students may, however, complete the Training Course for Writing Interns and Lectors offered by the University of Chicago Writing Program before Autumn of Year 3.

2. In Years 3-5, students may petition the DGS for permission to apply for extra teaching. If, and only if, the following conditions are met, the Department (normally through the DGS) may petition the Dean of Students in the Humanities and the Master of the Humanities Collegiate Division to allow the student to apply for extra-departmental teaching:
   a. The student is making exemplary progress toward the degree in Philosophy (that is, the student has met every deadline set in the time to degree expectations and the students' work toward the degree is strong).
   b. There is a sound pedagogic reason to allow the student to seek extra teaching.

3. Students must make their petitions to the DGS by the second week of the term prior to the term in which they hope for extra-GAI teaching—students must make their petitions by the second week of Spring quarter for extra teaching in Autumn, by the second week of Autumn quarter for extra teaching in Winter, and by the second week in Winter quarter for extra teaching in Spring. The Department must make its petition to the DOS and Master of the HCD by the end of the third week of the term prior to the term in which students seek extra-GAI teaching.

4. If the DOS and the HCD approve the Department's petition, and if the students are offered extra teaching appointments, funding for these positions cannot be drawn from the students' fellowship teaching obligation monies.
5. Extra teaching permissions may be withdrawn if students cease to make exemplary progress toward their degrees.

Petitions to the DOS and Master of the HCD will attest to the students' progress and provide the rationale for allowing these students to seek teaching beyond the departmental teaching obligation.

Students do not need departmental permission to seek extra teaching assignments after their fifth year of residence.

Over the course of a doctoral student's career, that student together with the Department builds a teaching dossier, containing the syllabuses of the courses that she has taught, written reports by faculty teaching mentors on those courses, and last but not least, undergraduate evaluations of those courses. When doctoral students prepare to go on the job market, the Department sees to it that one member of the faculty undertakes the responsibility of writing a teaching letter for the student that documents and surveys the highlights of her teaching career at the University of Chicago.

The Department of Philosophy offers a non-credit and not required Pedagogy Program for PhD students. For more information, click here (http://philosophy.uchicago.edu/graduate/pedagogy.html).

Dissertation and Final Oral Exam

Students must inform their committee members of their intention to schedule a defense during the term PRIOR to the term in which they plan to defend. Committee members will consult concerning whether the dissertation is in sufficiently final form to warrant the fixing of a date for the oral examination. Committee members will normally have seen the bulk of the work of the dissertation before making this judgment. Students should consult with their Dissertation Director and other Committee members about the amount of material they will need to see, the state of completion needed, and the time required for this judgment to be made. When the Dissertation Committee judges that the student is ready to defend, the student must coordinate with the Dissertation Committee and the Department Co-ordinator to settle the date and time for the dissertation.

Students should consult with their Committee concerning a precise deadline for submission of the final draft of the dissertation for the defense. This is normally several weeks to a month before the defense date. Students should be aware that, in practice, in order to graduate in a given quarter, the final draft of the dissertation must be submitted to the Dissertation Committee in the first week or two of that quarter, so that the defense can take place prior to the Library's deadline for submitting the final form of the dissertation, leaving time for any necessary revisions noted during the defense. For information regarding the precise deadline by which your approved dissertation must be submitted in a given quarter for the degree to be granted in that same quarter, please click here (http://
www.lib.uchicago.edu/e/phd/deadlines.html. Note also that an exam cannot be scheduled for at least two weeks after the formal request has been submitted.

The defense must take place at the University of Chicago, preferably in the Autumn, Winter, or Spring quarters. Summer defenses are scheduled at the discretion of the student's Dissertation Committee.

The student and at least one member of the Dissertation Committee must be physically present at the defense.

The student should submit, within the timeline notes, to the Department Coordinator:

- the scheduled date, time, and the members of the committee, and any special room requirements, **at least 3 weeks prior, or as soon as the date and time are settled**
- an electronic copy (.doc or .docx) of a 1-2 paragraph abstract, **at least 3 weeks prior**
- an electronic copy of a 10-page abstract of the dissertation, **at least 2 weeks prior**

The final oral exam is a public event. The examining committee consists of the members of the dissertation committee, along with an appointed member of the Humanities Division faculty who serves as a representative of the Dean's Office. Other faculty and graduate students from the Philosophy Department may and generally do attend. Family members of the doctoral candidate and other members of the general public are also welcome.

If a student passes, then it is customary in the final phase of the exam for the members of the student's dissertation committee to request a final round of revisions to the dissertation. The final granting of the degree is conditional upon the completion of these final revisions. These are to be made promptly after the exam and prior to the formal submission of the PhD document. After the dissertation is submitted, the student is required to provide each member of the dissertation committee with an electronic version of the document in its final form.

Philosophy Courses

**PHIL 30000. Elementary Logic. 100 Units.**
An introduction to the techniques of modern logic. These include the representation of arguments in symbolic notation, and the systematic manipulation of these representations in order to show the validity of arguments. Regular homework assignments, in class test, and final examination.
Instructor(s): M. Kremer Terms Offered: Autumn
Prerequisite(s): No prerequisites. Course not for field credit.
Note(s): Undergrads enroll in sections 01 through 08. Graduates enroll in section 09.
Equivalent Course(s): CHSS 33500,HIPS 20700,PHIL 20100
PHIL 30212. Ethics with Anscombe. 100 Units.
Elizabeth Anscombe has deeply influenced moral philosophy ever since the publication of her book Intention and the article “Modern Moral Philosophy.” The rise of contemporary Virtue Ethics is only one indication of this influence, and the important themes addressed in those writings are only some among a great many topics raised and absorbingly discussed in Anscombe’s work on ethics and matters moral. This course is intended to track and discuss the most central issues she brings to our attention in her uniquely original and searching way. It is to cover both questions in the area of “meta-ethics” and the discussion of basic moral standards, including such topics as: teleological and psychological foundations; kinds and sources of practical necessity; the importance of truth; practical reasoning; morally relevant action descriptions; intention and consequence; “linguistically created” institutions; knowledge and certainty in moral matters; upbringing versus conscience; sex and marriage; war and murder; man’s spiritual nature.
Instructor(s): A. Mueller; C. Vogler Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 20212

PHIL 30710. Roman Philosophers on the Fear of Death. 100 Units.
All human beings fear death, and it seems plausible to think that a lot of our actions are motivated by it. But is it reasonable to fear death? And does this fear do good (motivating creative projects) or harm (motivating greedy accumulation, war, and too much deference to religious leaders)? Hellenistic philosophers, both Greek and Roman, were preoccupied with these questions and debated them with a depth and intensity that make them still highly influential in modern philosophical debate about the same issues (the only issue on which one will be likely find discussion of Lucretius in the pages of The Journal of Philosophy). The course will focus on several major Latin writings on the topic: Lucretius De Rerum Natura Book III and extracts from Cicero and Seneca. We will study the philosophical arguments in their literary setting and ask about connections between argument and its rhetorical expression. In translation we will read pertinent material from Plato, Epicurus, Plutarch, and a few modern authors such as Thomas Nagel, John Fischer, and Bernard Williams.
Instructor(s): M. Nussbaum Terms Offered: Winter
Prerequisite(s): Ability to read the material in Latin at a sufficiently high level, usually about two years at the college level.
Equivalent Course(s): CLCV 24716, CLAS 34716, LAWS 96305, RETH 30710, PLSC 22210, PLSC 32210, PHIL 20710
PHIL 30721. Dynamic Semantics. 100 Units.
An introduction to the foundations and applications of dynamic approaches to natural language semantics. We will study the formal details and empirical motivations of various major dynamic semantic frameworks such as File Change Semantics, Discourse Representation Theory, Dynamic Predicate Logic, and Update Semantics, and see how they address a number of puzzling natural language phenomena such as donkey anaphora and presupposition projection. In parallel to the formal component, the empirical and theoretical advantages and drawbacks of dynamic semantics will come under scrutiny, and we will also pay close attention to the philosophical repercussions of a dynamic approach to discourse and reasoning. (B) (II)
Instructor(s): M. Willer Terms Offered: Autumn
Prerequisite(s): Knowledge of first-order logic with identity strongly recommended. Students will benefit most if they have taken classes in semantics or philosophy of language before.
Equivalent Course(s): LING 20721, LING 30721, PHIL 20721

PHIL 30925. The Humanities as a Way of Knowing. 100 Units.
Despite intertwined histories and many shared practices, the contemporary humanities and sciences stand in relationships of contrast and opposition to one another. The perceived fissure between the “Two Cultures” has been deepened by the fact that the bulk of all history and philosophy of science has been devoted to the natural sciences. This seminar addresses the history and epistemology of what in the nineteenth century came to be called the “sciences” and the “humanities” since the Renaissance from an integrated perspective. The historical sources will focus on shared practices in, among others, philology, natural history, astronomy, and history. The philosophical source will develop an epistemology of the humanities: how humanists know what they know.
Instructor(s): L. Daston Terms Offered: Spring
Note(s): Consent of instructor.
Equivalent Course(s): PHIL 20925, SCTH 30925
PHIL 31102. Opera as Idea and as Performance. 100 Units.
Is opera an archaic and exotic pageant for fanciers of overweight canaries, or a relevant art form of great subtlety and complexity that has the power to be revelatory? In this course of eight sessions, jointly taught by Professor Martha Nussbaum and Anthony Freud, General Director of Lyric Opera of Chicago, we explore the multi-disciplinary nature of this elusive and much-maligned art form, with its four hundred-year-old European roots, discussing both historic and philosophical contexts and the practicalities of interpretation and production in a very un-European, twenty-first century city. Anchoring each session around a different opera, we will be joined by a variety of guest experts, including a director, conductor, designer and singer, to enable us to explore different perspectives. The tentative list of operas to be discussed include Monteverdi’s The Coronation of Poppea, Mozart’s Don Giovanni, Rossini’s La Cenerentola, Verdi’s Don Carlos, Puccini’s Madama Butterfly, Wagner’s Ring, Strauss’s Elektra, and Britten’s Billy Budd.
Instructor(s): A. Freud, M. Nussbaum Terms Offered: Spring
Prerequisite(s): Students do not need to be able to read music, but some antecedent familiarity with opera would be extremely helpful. CD’s and DVD’s of the operas will be placed on reserve.
Note(s): Students should register via discussion section.
Equivalent Course(s): LAWS 96304, MUSI 24416, MUSI 30716, PHIL 21102

PHIL 31112. Rawls Before the Political Turn. 100 Units.
Rawls Before the Political Turn -- From A Theory of Justice to “Kantian Constructivism”: Themes, Critiques, Changes.
Instructor(s): D. Brudney Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 21112

PHIL 31113. The Children of Parmenides. 100 Units.
Plato honors Parmenides with the title "father Parmenides", presumably for being the founder of philosophy as the "logical" study of being and thinking. In this course we shall discuss the struggle of ancient and modern philosophers to come to terms with this powerful heritage -- in particular, we shall focus on the elaboration, reception and criticism of Parmenides' theses that being and thinking are the same, and that talk of negation or falsity is incoherent or empty.
Among the philosophers whose work we shall discuss are Plato, Aristotle, Frege, Russell, and Wittgenstein.
Instructor(s): I. Kimhi Terms Offered: Winter
Equivalent Course(s): PHIL 21113, SCTH 30108
PHIL 31414. MAPH Core Course: Contemporary Analytic Philosophy. 100 Units.
This course is designed to provide MAPH students with an introduction to some recent and ongoing debates between philosophers working in the analytic tradition. The course is, however, neither a history nor an overview of analytic philosophy. Instead, we will focus on three different debates, spending about three weeks on each. We will likely consider one debate in metaphysics (on the freedom of the will), one in metaethics (on “constitutivism”), and one in epistemology (on the nature of knowledge and reasons for belief).
Instructor(s): K. Davey Terms Offered: Autumn
Prerequisite(s): This course is open only to MAPH students. MAPH students who wish to apply to Ph.D. programs in philosophy are strongly urged to take this course.
Equivalent Course(s): MAPH 31414

PHIL 31502. Racial Injustice. 100 Units.
(I) (A)
Instructor(s): A. Ford, B. Laurence Terms Offered: Winter
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 21502

PHIL 31507. Recognition in Ethics. 100 Units.
The seminar investigates the role of interpersonal self-consciousness in ethics. We will begin with the reflection on the bipolar normative nexus of the rights and duties we have toward each other as persons and then inquire into its connection to the capacity to know other minds, the capacity for other forms of non-instrumental concern for others and the capacity for communicative interaction with others. What is the relation between the status of a person, a bearer of rights, the recognition of others as persons and the practice of addressing each other in speech? Readings will include texts by Stanley Cavell, Steven Darwall, Francis Kamm, Christine Korsgaard, Thomas Nagel, Christopher Peacocke and T.M. Scanlon.
Instructor(s): M. Haase Terms Offered: Spring
Equivalent Course(s): PHIL 21507

PHIL 31620. Foundations of Human Rights. 100 Units.
This seminar will provide graduate students with an advanced introduction to the study of human rights, with a particular emphasis on locating contemporary issues and debates within the historical development of human rights discourses. As a graduate seminar, this will be a small class (capped at 20 students), and a strong emphasis will be placed on in-class discussion and debate. Together we will explore the historical foundations of human rights from a range of disciplinary perspectives.
Instructor(s): A. Etinson Terms Offered: Autumn 2015
Note(s): Graduate students only
Equivalent Course(s): HIST 67102, MAPS 30700, PLSC 31700, HMRT 30600
PHIL 31900. Feminist Philosophy. 100 Units.
The course is an introduction to the major varieties of philosophical feminism. After studying some key historical texts in the Western tradition (Wollstonecraft, Rousseau, J. S. Mill), we examine four types of contemporary philosophical feminism: Liberal Feminism (Susan Moller Okin, Martha Nussbaum), Radical Feminism (Catharine MacKinnon, Andrea Dworkin), Difference Feminism (Carol Gilligan, Annette Baier, Nel Noddings), and Postmodern "Queer" Gender Theory (Judith Butler, Michael Warner). After studying each of these approaches, we will focus on political and ethical problems of contemporary international feminism, asking how well each of the approaches addresses these problems. Instructor(s): M. Nussbaum Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll only with the permission of the instructor.
Equivalent Course(s): HMRT 31900, LAWS 47701, PLSC 51900, RETH 41000, PHIL 21901, GNSE 29600

PHIL 32000. Introduction to the Philosophy of Science. 100 Units.
Introduction to the Philosophy of Science. (=PHIL 32000, CHSS 33300, HIPS 22000, HIST 25109, HIST 35109) We will begin by trying to explicate the manner in which science is a rational response to observational facts. This will involve a discussion of inductivism, Popper’s deductivism, Lakatos and Kuhn. After this, we will briefly survey some other important topics in the philosophy of science, including underdetermination, theories of evidence, Bayesianism, the problem of induction, explanation, and laws of nature. (II) (B)
Instructor(s): T. Pashby Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): HIST 25109, HIST 35109, PHIL 22000

PHIL 32220. Marx’s Capital, Volume I. 100 Units.
Field Satisfied: I & V, Ugrad Field: A
Instructor(s): A. Ford Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): FNDL 22220, PHIL 22220

PHIL 32960. Bayesian Epistemology. 100 Units.
This course will provide an introduction to Bayesian Epistemology. We will begin by discussing the principal arguments offered in support of the two main precepts of the Bayesian view: (1) Probabilism: A rational agent’s degrees of belief ought to conform to the axioms of probability; and (2) Conditionalization: Bayes’s Rule describes how a rational agent’s degrees of belief ought to be updated in response to new information. We will then examine the capacity of Bayesianism to satisfactorily address the most well-known paradoxes of induction and confirmation theory. The course will conclude with a discussion of the most common objections to the Bayesian view. (B)
Instructor(s): A. Vasudevan Terms Offered: Autumn
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): PHIL 22960
PHIL 33005. Metaphysics and Ethics of Death. 100 Units.
What is death, and what is its significance for our lives and how we lead them? In this course we will tack back and forth between the metaphysics of death (What is nonexistence? Are death and pre-birth metaphysically symmetrical?) and the ethical questions raised by death (Is death a misfortune—something we should fear or lament? Should we be glad not to be immortal? How should we understand the ethics of abortion and capital punishment?) Our exploration of these issues will take us through the work of many figures in the Western philosophical tradition (Plato, Augustine, Descartes, Schopenhauer, Nietzsche, Heidegger), but we will be concentrating on the recent and dramatic flowering of work on the subject.
Instructor(s): B. Callard Terms Offered: Winter
Note(s): Students should register via discussion section. Undergrads should enroll in sections 01-04; Grad students enroll in 05.
Equivalent Course(s): PHIL 23005

PHIL 34301. Science and Aesthetics in the Eighteenth to the Twenty-First Centuries. 100 Units.
One can distinguish four ways in which science and aesthetics are related during the period since the Renaissance. First, science has been the subject of artistic representation, in painting and photography, in poetry and novels (e.g., in Byron’s poetry, for example). Second, science has been used to explain aesthetic effects (e.g., Helmholtz’s work on the way painters achieve visual effects or musicians achieve tonal effects). Third, aesthetic means have been used to convey scientific conceptions (e.g., through illustrations in scientific volumes or through aesthetically affective and effective writing). Finally, philosophers have stepped back to consider the relationship between scientific knowing and aesthetic comprehension (e.g., Kant, Bas van Fraassen); much of the discussion of this latter will focus on the relation between images and what they represent. In this lecture-discussion course we will consider all of these aspects of the science-aesthetic connection.
Instructor(s): R. Richards Terms Offered: Spring
Equivalent Course(s): CHSS 35506,HIPS 25506,HIST 35506,PHIL 24301,SIGN 26003,HIST 25506

PHIL 35101. Aquinas on Human nature. 100 Units.
There is perhaps no better introduction to St. Thomas Aquinas’s philosophy of human nature than his commentary on Aristotle’s classic treatment of the fundamental principles of earthly life, the De anima. Of course Aquinas also had other sources, as well as some ideas of his own, but the De anima provides him with the basic philosophical terms and framework. His interpretations continue to engage readers of Aristotle; and without some grasp of them, his theological writings on man are hardly intelligible. This course will be a close reading and discussion of the commentary, with occasional references to other works and other thinkers.
Instructor(s): S. Brock; C. Vogler Terms Offered: Spring
Note(s): Undergrads enroll in sections 01 and 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 25101
PHIL 37202. Introduction to Spinoza’s Ethics. 100 Units.
As we read this work we will be concerned with its place in history of philosophy and we shall engage with some of its contemporary readers.
Instructor(s): I. Kimhi Terms Offered: Spring
Prerequisite(s): Introduction to Spinoza’s Ethics is for advanced undergraduate students with background in philosophy and for graduate students.
Note(s): Introduction to Spinoza’s Ethics is for advanced undergraduate students with background in philosophy and for graduate students.
Equivalent Course(s): PHIL 27202, SCTH 30105

PHIL 37320. Leo Strauss on the Philosophic Life. 100 Units.
No philosopher before Leo Strauss stressed with similar emphasis that philosophy has to be conceived not as a discipline or a set of doctrines but as a way of life, and few have so sharply grasped the philosophic life and separated it from edifying trivializations or pious appropriations as Strauss did in the very same essay in which he introduced the concept for the first time: “The Law of Reason in the Kuzari.” The seminar will focus on this text, which seems to deal with a rather remote historical subject. Originally published in 1943, it is one of Strauss’s most intransigent essays. I shall also discuss “On Classical Political Philosophy” (1945), “The Spirit of Sparta or the Taste of Xenophon” (1939), and “Farabi’s Plato” (1945).
Instructor(s): H. Meier Terms Offered: Spring
Note(s): The seminar will take place in Foster 505 on Monday/Wednesday, 10:30 a.m. – 1:20 p.m.*, during the first five weeks of the term (March 27 – April 26, 2017). * The time may be changed after the first session to 10:00 a.m. – 12:50 p.m.
Equivalent Course(s): SCTH 37320

PHIL 37500. Kant’s "Critique of Pure Reason" 100 Units.
This will be a careful reading of what is widely regarded as the greatest work of modern philosophy, Immanuel Kant’s Critique of Pure Reason. Our principal aims will be to understand the problems Kant seeks to address and the significance of his famous doctrine of "transcendental idealism". Topics will include: the role of mind in the constitution of experience; the nature of space and time; the relation between self-knowledge and knowledge of objects; how causal claims can be justified by experience; whether free will is possible; the relation between appearance and reality; the possibility of metaphysics. (B) (V)
Instructor(s): M. Boyle Terms Offered: Spring
Note(s): Undergrads enroll in sections 01, 02, 03 & 04. Graduates enroll in section 05.
Equivalent Course(s): HIPS 25001, FNDL 27800, CHSS 37901, PHIL 27500
PHIL 38203. Hegel’s Philosophy of Right. 100 Units.
In this course we shall seek to understand Hegel’s 1821 book, *Elements of the Philosophy of Right*. This book is traditionally understood to contain Hegel’s “political philosophy,” but the book also proposes a metaphysics of human agency, claims about the relation of philosophy to its own historical time, a rejection of utopian political thinking, a theory of crime and punishment, and a theory of the relationship between individual and communal life that he says is based on his “speculative philosophy,” and so is “dialectical.” In Hegel’s terms, the book should be understood as his theory of “objective spirit,” and we shall attempt to understand what that subject matter might be. The course will be a seminar/discussion with restricted enrollment at both the undergraduate and graduate level.
Instructor(s): R. Pippin Terms Offered: Spring
Prerequisite(s): Prior work in philosophy, especially in practical philosophy, is highly recommended.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): FNDL 28204, SCTH 38004, PHIL 28203

PHIL 38209. Psychoanalysis and Philosophy. 100 Units.
An introduction to psychoanalytic thinking and its philosophical significance. A question that will concern us throughout the course is: What do we need to know about the workings of the human psyche—in particular, the Freudian unconscious—to understand what it would be for a human to live well? Readings from Plato, Aristotle, Freud, Bion, Betty Joseph, Paul Gray, Lacan, Lear, Loewald, Edna O’Shaughnessy, and others.
Instructor(s): J. Lear Terms Offered: Autumn
Prerequisite(s): Course for Graduate Students and Upper Level Undergraduates. Student must have completed at least one 30000 level Philosophy course.
Equivalent Course(s): SCTH 37501, HIPS 28101, PHIL 28210

PHIL 39405. Advanced Logic. 100 Units.
Since Russell's discovery of the inconsistency of Frege's foundation for mathematics, much of logic has resolved around the question of to what extent we can or cannot prove the consistency of the basic principles with which we reason. This course will explore two main efforts in this direction. We will first look at proof-theoretic efforts towards demonstrating the consistency of various foundational systems, discussing the virtues and limitations of this approach. We will then closely examine Godel's theorems, which are famous for demonstrating limits on the extent to which we can formulate consistency proofs. Much has been written on the implications of Godel's theorems, and we will spend some time trying to carefully separate what they really entail from what they do not entail. Assessment will be by regular homework sets. (II) and (B)
Instructor(s): K. Davey Terms Offered: Autumn
Prerequisite(s): Intermediate logic or prior equivalent required.
Equivalent Course(s): CHSS 39405, HIPS 20905, PHIL 29405
PHIL 39425. Logic for Philosophy. 100 Units.
Key contemporary debates in the philosophical literature often rely on formal tools and techniques that go beyond the material taught in an introductory logic class. A robust understanding of these debates—and, accordingly, the ability to meaningfully engage with a good deal of contemporary philosophy—requires a basic grasp of extensions of standard logic such as modal logic, multi-valued logic, and supervaluations, as well as an appreciation of the key philosophical virtues and vices of these extensions. The goal of this course is to provide students with the required logic literacy. While some basic metalogical results will come into view as the quarter proceeds, the course will primarily focus on the scope (and, perhaps, the limits) of logic as an important tool for philosophical theorizing. No field. (B)
Instructor(s): M. Willer Terms Offered: Spring
Prerequisite(s): Elementary Logic or equivalent.
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): PHIL 29425

PHIL 39600. Intermediate Logic. 100 Units.
In this course, we will prove the soundness and completeness of deductive systems for both sentential and first-order logic. We will also establish related results in elementary model theory, such as the compactness theorem for first-order logic, the Lowenheim-Skolem theorem and Lindstrom’s theorem. (II) (B)
Instructor(s): A. Vasudevan Terms Offered: Winter
Note(s): Undergrads enroll in sections 01 & 02. Graduates enroll in section 03.
Equivalent Course(s): CHSS 33600, HIPS 20500, PHIL 29400

PHIL 40101. Naturalism. 100 Units.
Contemporary philosophy is preoccupied with the problem of “naturalism”. Across the spectrum of fields and subfields, philosophers represent themselves as striving to show how their chosen subject matter can be fit into a “naturalistic” conception of the world. What is it to conceive the world in this way? Can we make satisfactory sense of what we are after, or think we are after, here? Why should it be thought the burden of philosophy to show that such a conception is attainable? How does this vision of philosopher’s purpose differ, if at all, from others at work in past traditions of philosophical practice? We will explore these questions through a wide range of readings, mostly drawn from the philosophy of mind, with a bit of meta-ethics at the end of the course.
Instructor(s): J. Bridges Terms Offered: Autumn
PHIL 43001. Bernard Williams' Practical Philosophy. 100 Units.
Bernard Williams (1929-2003) was one of the most influential Anglophone philosophers working on questions about ethics, reasons for acting, character, moral psychology, and the shape of a human life. He drew from ancient Greek philosophy, from Descartes, from Nietzsche, and from a solid core of good sense and good taste in mounting his challenges to philosophers who tried to develop systematic moral theory along either of the two lines most common in the last half of the 20th century—utilitarianism or Kantianism. His work is peppered with sharp criticisms of mainstream Anglophone ethics and astute observation of the complexities of life. Focus on his work in practical philosophy—in ethics, in moral psychology, and in political and social philosophy—will give us a glimpse into the nature of the questions and problems he helped to formulate and make acute, many of which continue to haunt analytic practical philosophy.

Instructor(s): C. Vogler Terms Offered: Winter
Note(s): Open to PHIL graduate and MAPH students.

PHIL 49700. Preliminary Essay Workshop. 100 Units.
The workshop involves discussion of general issues in writing the essay and student presentations of their work. Although students do not register for the Summer quarter, they are expected to make significant progress on their preliminary essay over the summer.
Instructor(s): D. Brudney Terms Offered: Autumn,Spring
Prerequisite(s): All and only philosophy graduate students in the relevant years. A two-quarter (Spring, Autumn) workshop on the preliminary essay required for all doctoral students in the Spring of their second year and the Autumn of their third year.

PHIL 49900. Reading & Research. 100 Units.
Reading and Research.
Instructor(s): Staff Terms Offered: Autumn,Winter,Spring
Prerequisite(s): Consent of Instructor.

PHIL 50100. First-year Seminar. 100 Units.
No description available.
Instructor(s): D. Finkelstein Terms Offered: Autumn,Winter
Prerequisite(s): Enrollment limited to first-year graduate students.
Note(s): This course meets in Autumn and Winter quarters.
PHIL 50101. Love, Reasons and Reasoning. 100 Units.
We will consider the nature of love, and the relationship among love, reasons, and reasoning. We will ask after the reasons that we have to love, the reasons that we have to act out of love and the relationship between these. We will investigate some familiar worries about the idea that love is responsive to reasons, conceived as arising from properties or features of the beloved. If it were, would it make sense to stop loving someone who lost the features in question? Would it make sense to “trade up,” abandoning the person whom one loves for someone who better exemplifies these features? We will also consider the implications of the fact that love itself does not seem to be an attitude to which we could reason. In combination with the idea that it makes sense to act out of love, this seems to cause trouble for attempts to understood practical reasons reductively in terms of practical reasoning. So we will ask about what love tells us about the relationship between explicit practical reasoning and the reasons that we have to act. Does making sense of love require us to expand our conception of practical thinking beyond explicit reasoning? What implications, if any, does this have for moral thinking and reasoning?
Instructor(s): K. Ebels-Duggan Terms Offered: Winter

PHIL 50108. The Passion of Being - On Sartre. 100 Units.
This course will be devoted to the reading of texts of Sartre. Our exploration will elucidate what Sartre names “Existential Psychoanalysis”. In order to have an understanding of what is at stake under this concept, we will first explore its role in the economy of Sartre’s ontology (Being and Nothingness and Question of Method). In a second step, we will try to explore the several ways in which Sartre is going to put into practice the main principles of his psychoanalytical method, through the readings of his essays on Literature, on Baudelaire, Genet, Flaubert and others.
Instructor(s): R. Moati Terms Offered: Autumn

PHIL 50116. Pragmatism. 100 Units.
This course will begin by examining the central writings of the early American Pragmatists, C.S. Peirce, William James, and John Dewey. We will compare the early formulations of pragmatism that appear in these works, both against one another other, as well against more recent formulations of pragmatism, as put forward by such philosophers as Putnam, Davidson, and Rorty. II and III
Instructor(s): A. Vasudevan Terms Offered: Spring

PHIL 50213. Late Wittgenstein. 100 Units.
This course is meant as an introduction to Wittgenstein's later work, with a focus on his *Philosophical Investigations.* Our central concerns will be: (1) Wittgenstein's metaphilosophy; (2) meaning, rule-following, and intentionality; and (3) sensations and privacy. III
Instructor(s): D. Finkelstein Terms Offered: Autumn
Prerequisite(s): Enrollment will be limited to philosophy Ph.D. students.

PHIL 51103. Problems of the Self. 100 Units.
No description available.
Instructor(s): M. Boyle Terms Offered: Autumn
PHIL 51200. Law-Philosophy Workshop. 100 Units.
Topic: Current Issues in General Jurisprudence. The Workshop will expose students to cutting-edge work in "general jurisprudence," that part of philosophy of law concerned with the central questions about the nature of law, the relationship between law and morality, and the nature of legal reasoning. We will be particularly interested in the way in which work in philosophy of language, metaethics, metaphysics, and other cognate fields of philosophy has influenced recent scholarly debates that have arisen in the wake of H.L.A. Hart’s seminal The Concept of Law (1961).

Students who have taken Leiter’s “Jurisprudence I” course at the law school are welcome to enroll. Students who have not taken Jurisprudence I need to understand that the several two-hour sessions of the Workshop in the early fall will be required; they will involve reading through and discussing Chapters 1-6 of Hart’s The Concept of Law and some criticisms by Ronald Dworkin. This will give all students an adequate background for the remainder of the year. Students who have taken jurisprudence courses elsewhere may contact Prof. Leiter to see if they can be exempted from these sessions based on their prior study. After the preparatory sessions, we will generally meet for one hour the week prior to our outside speakers to go over their essay and to refine questions for the speaker. Confirmed speakers so far include Leslie Green, St.

Instructor(s): M. Nussbaum, B. Leiter, M. Etchemendy Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Students are admitted by permission of the two instructors. They should submit a C.V. and a statement (reasons for interest in the course, relevant background in law and/or philosophy) to the instructors by e-mail. Usual participants include graduate students in philosophy, political science, divinity and law.
Note(s): Students must enroll for all three quarters.
Equivalent Course(s): LAWS 61512, RETH 51301, GNSE 50101, HMRT 51301, PLSC 51512

PHIL 51204. John Stuart Mill. 100 Units.
A careful study of Mill's Utilitarianism in relation to his ideas of self-realization and of liberty. We will study closely at least Utilitarianism, On Liberty, the essays on Bentham and Coleridge, The Subjection of Women, and the Autobiography, trying to figure out whether Mill is a Utilitarian or an Aristotelian eudaimonist, and what view of "permanent human interests" and of the malleability of desire and preference underlies his political thought. If time permits we will also study his writings about India.

Instructor(s): M. Nussbaum Terms Offered: Autumn
Prerequisite(s): An undergraduate major in philosophy or some equivalent solid philosophy preparation. This is a 500 level course. Ph.D. students in Philosophy and Political Theory may enroll without permission. I am eager to have some Economics graduate students in the class, and will discuss the philosophy prerequisite in a flexible way with such students.
Note(s): Admission by permission of the instructor. Permission must be sought in writing by September 15.
Equivalent Course(s): LAWS 51207, PLSC 51204, RETH 51604
**PHIL 51216. Being and Goodness: Varieties of Constitutivism. 100 Units.**
In contemporary meta-ethics, Constitutivism figures as an alternative to the familiar opposition between Realism and Non-Cognitivism. The fundamental norms to which we are subject in acting are not independent of our agency. Yet they are the objects of knowledge. They are internal to what we are. We will look at the recent debate on how such a view is to be spelled out and whether it provides viable alternative to Realism and Non-Cognitivism. Which characterization of us allows the derivation of substantive normative principles: the abstract concept of an agent or the concrete concept of a human being? What is the logical grammar of the relevant sortal concept? And how does our knowledge of our kind enter into its characterization? Readings will include texts by David Enoch, Christine Korsgaard, David Velleman, Phillippa Foot, Michael Smith, Judy Thompson and Michael Thompson.
Instructor(s): M. Haase Terms Offered: Winter

**PHIL 51404. Global Inequality. 100 Units.**
Global income and wealth are highly concentrated. The richest 2% of the population own about half of the global assets. Per capita income in the United States is around $47,000 and in Europe it is around $30,500, while in India it is $3,400 and in Congo, it is $329. There are equally unsettling inequalities in longevity, health, and education.

In this interdisciplinary seminar, we ask what duties nations and individuals have to address these inequalities and what are the best strategies for doing so. What role must each country play in helping itself? What is the role of international agreements and agencies, of NGOs, of political institutions, and of corporations in addressing global poverty? How do we weigh policies that emphasize growth against policies that emphasize within-country equality, health, or education?

In seeking answers to these questions, the class will combine readings on the law and economics of global development with readings on the philosophy of global justice. A particular focus will be on the role that legal institutions, both domestic and international, play in discharging these duties. For, example, we might focus on how a nation with natural resources can design legal institutions to ensure they are exploited for the benefit of the citizens of the country. Students will be expected to write a paper, which may qualify for substantial writing credit.

Instructor(s): M. Nussbaum, D. Weisbach Terms Offered: Winter
Note(s): Non-law students are welcome but need permission of the instructors, since space is limited.
Equivalent Course(s): PLSC 51404,RETH 51404,LAWS 92403
PHIL 51714. Wisdom and other virtues of the intellect: Heidegger's comment. 100 Units.
This seminar will do a careful reading and investigation of Heidegger’s interpretation of Aristotle on the intellectual virtues, in particular phronesis and sophia. We shall consider how the intellectual virtues differ from the ethical virtues. We shall do a careful reading of Heidegger’s discussion of this material in his book Plato’s Sophist and we shall compare it closely with Aristotle’s own discussion in Book 6 of the Nicomachean Ethics.
Instructor(s): I. Kimhi; J. Lear Terms Offered: Winter
Equivalent Course(s): SCTH 41607

PHIL 51830. Topics in Moral, Political and Legal Philosophy. 100 Units.
The topic for Winter 2017 is “Freedom and Responsibility, Contemporary and Historical.” We will begin by canvassing the major philosophical positions in the Anglophone literature on free will and moral responsibility over the past half-century, with readings drawn from some or all of P.F. Strawson, G. Strawson, H. Frankfurt, G. Watson, D. Velleman and others. In the second half of the seminar we will step back to look at the treatment of these same issues by major figures in the history of philosophy, including M. Frede’s A Free Will: Origins of the Notion in Ancient Thought, as well as primary texts by Hume, Kant, Hegel, Nietzsche, and Sartre.
Instructor(s): M. Forster; B. Leiter Terms Offered: Winter
Prerequisite(s): The seminar is open to philosophy PhD students without permission; to J.D. students with instructor permission; and to others with instructor permission.
Equivalent Course(s): LAWS 78603

PHIL 51834. Self-Creation as a Philosophical and Literary Problem. 100 Units.
This is a class addressing the possibility of self-directed ethical change. Can you make yourself into a different person from the person that you are? Some readings from hist. of phil (Kant/Nietzsche) but mostly contemporary readings from autonomy/moral psychology literature.
Instructor(s): A. Callard Terms Offered: Spring

PHIL 51903. On Aesthetic Form. 100 Units.
This seminar is part of a joint research project (The Idealist Project: Self-Determining Form and the Foundation of the Humanities) sponsored by the Neubauer Collegium. The focus of the year’s activities is the topic of aesthetic form. There will be two conferences on this topic with the participation of leading international scholars in Fall 2016 and Spring 2017, with the conference participants returning for seminar sessions devoted to readings of their work. Particular (but not exclusive) attention will be paid to the theory of tragedy. Important points of reference are works by Goethe, Schelling, Hegel, Kierkegaard, Nietzsche, Benjamin, and Cavell
Instructor(s): D. Wellbery; R. Pippin Terms Offered: Winter
Equivalent Course(s): SCTH 50605, GRMN 51917
PHIL 53106. Topics in the Philosophy of Mathematics. 100 Units.
This course will broadly be about the concept of mathematical proof, focusing on the case of geometry, and more specifically, focusing on the works of Euclid. While many mathematicians think of Euclid as the pioneer of the modern axiomatic method, this way of thinking seems somewhat anachronistic. How then should we think of Euclidean proofs? What does a Euclidean proof accomplish, how does it accomplish it, and what does this tell us about the nature of mathematical proof more generally? This course will look both at ancient sources and modern sources as a way of tackling these questions. II
Instructor(s): K. Davey Terms Offered: Winter

PHIL 53307. Language and Games. 100 Units.
Game theory is a rich area of formal tools developed over the last 70 years or so for the modeling of certain kinds of rational interaction. The concept of a game plays a prominent role in the writings of several distinguished philosophers of language such Ludwig Wittgenstein and David K. Lewis. It is thus natural to ask to what extent game theory can play an important role in explaining distinct linguistic phenomena. The goal of this class is to explore this question from a philosophical and linguistic perspective, focusing on issues in natural language semantics and pragmatics. II
Instructor(s): M. Willer Terms Offered: Autumn
Equivalent Course(s): LING 53307

PHIL 54410. Russell's Philosophy of Science in Context. 100 Units.
We will read work from Russell's entire career with a particular focus on both his philosophy of science and the role of science (including geometry and mathematics) in his philosophical development. We will also look at his influences and contemporaries (including Whitehead, Keynes and Carnap) and at how Russell’s views on causation and structuralism have been treated by more recent philosophers of science. II
Instructor(s): T. Pashby Terms Offered: Autumn

PHIL 54701. Gilbert Ryle. 100 Units.
Gilbert Ryle (1900-1976) was one of the leading figures of mid-20th century Oxford Philosophy. This course will focus on a close reading of his 1949 masterpiece, *The Concept of Mind*, with its attack on the “category-mistake” of the Cartesian “Myth of the Ghost in the Machine.” Attention will be paid to Ryle’s metaphilosophical writings and his views on language, his views on knowledge (and the distinction between knowledge-how and knowledge-that), his relation to behaviorism, and his impact on subsequent developments in the philosophy of mind including the token-token identity theory and functionalism. (III)
Instructor(s): M. Kremer Terms Offered: Spring

PHIL 55503. Plato’s Statesman. 100 Units.
In this dialogue, Plato depicts an attempt to describe the nature of expert political knowledge and to distinguish it from demagouery and charlatanism. Most of the dialogue proceeds by the method of dialectic and so, in addition to fascinating discussions of the role of law, forms of government, and the relation of political ideals to the imperfection of human life, this dialogue is also an important source for understanding Plato’s epistemology and conception of the philosophical life. We will work our way through the text week by week.
Instructor(s): G. Richardson-Lear Terms Offered: Winter
PHIL 55604. Metaphysics: Substance, Subject, Freedom. 100 Units.
A graduate seminar devoted to the dual notions of ‘substance’ and ‘subject’ which are associated respectively with the ideas of nature and of freedom. We shall look at some of the transformations that the concept of ‘ousia’ undergoes through the history of philosophy from Aristotle to Kant and German idealism.
Instructor(s): I. Kimhi Terms Offered: Spring
Equivalent Course(s): SCTH 55604

PHIL 57350. Hobbes, Locke, and Kant: Legal and Political Philosophy. 100 Units.
No description available.
Instructor(s): H. Varden Terms Offered: Autumn

PHIL 59950. Workshop: Job Placement Seminar. 100 Units.
Course begins in late Spring quarter and continues in the Autumn quarter.
Instructor(s): M. Kremer Terms Offered: Autumn, Spring
Prerequisite(s): This workshop is open only to PhD Philosophy graduate students planning to go on the job market in the Autumn of 2016/2017. Approval of dissertation committee is required.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.